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AUTHOR Johnson, Susan
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ABSTRACT

The paper introduces the concept of movement education for handicapped students and discusses implications of the concept for learning. Guidelines are given for planning, implementing, and evaluating the program. A sample lesson plan is followed by discussions of prerequisites of efficient movement and screening activities. Suggestions for movement experiences emphasizing such factors as space; force; time; flow; varied locomotion (galloping, sliding, twisting); and equipment (such as hurdles, ladders, beanbags) are made. (CL)

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1900 Association Drive,
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MOVEMENT EDUCATION FOR ABLE-BODIED AND DISABLED STUDENTS IN REGULAR OR SPECIAL SETTINGS

Susan Johnson
State Department of Public Instruction
Raleigh, North Carolina

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ACKNOWLEDGEMENTS

One way to individualize and meet differences of preschool and elementary school age children is through movement education. Each child perceives and responds to problems presented and questions posed in his/her own ways. As such, there is no one way to proceed, many right responses, ample opportunities for success. Each child develops in the physical and motor areas and has opportunities to build self-confidenece and improve self-concept while having fun.

Appreciation of individual differences is fostered as each child sees and experiences both directly and subtly that there is more than one way to do things - there are many appropriate answers and solutions to the same problem or question. Creativity and individuality are stimulated.

Movement education is a natural for meeting physical and motor meeds of children with handicapping conditions, regardless of type and severity of such conditions. Questions and problems can be structured more carefully and specifically for children who need such accomodations. Sophisticated responses can come from simple questions or problems while complex problems can elicit simple solutions. Emphasis of teacher or leader can determine whether benefits are related to physical and motor fitness, fundamental motor skills and patterns, or sport skills.

Movement education is not an end or goal - it is a method, an approach, an effective technique for meeting unique needs and differences of every child. For example, children in wheelchairs can and do participate in activities in which locomotor movements and patterns are fundamental. When a child in a wheelchair walks, he/she wheels; running simply may mean wheeling faster; sprinting still faster. A jump may be done by placing both hands on the wheels at the same time. For individuals with more functional abilities a jump may be executed by moving both wheels to see how far one can go on a single push or simply taking hands off the wheels, repeating in this alternate manner for a coordinated series of jumps. Thrust on the wheels may be more forceful so that a wheelchair literally jumps forward. Individuals with even more functional abilities because of lower level spinal cord lesions might exercise so much force that front wheels of the wheelchair jumps along. Some individuals might physically jump back wheels of the chair across the floor, while still others might interpret a jump by popping a wheelie.

Hopping is a little different - one hand on one wheel followed by the other hand on the other wheel, alternate pushes with different degrees of intensity result in various types of hops in a wheelchair. Some individuals hop so that one wheel and then the other comes off and remains off the floor. The sky is the limit when imagination and creativeness of students and teachers are challenged to insure individual growth, development, and progress. Only the imagination of children and teachers limit what can be accomplished through movement education.

Susan Johnson, Division of Health, Safety, Physical Education, and Emergency Preparedness, State Department of Public Instruction, Raleigh, North Carolina, has done a masterful job in developing this Practical Pointer on movement education. Theory and practice of the method are presented in clear and concise ways so that information can be applied to all children, including those with handicapping conditions. Her superlative treatment of this topic is such that no special mention other than the few words included in these acknowledgements is necessary for applying these ideas and the approach to children with handicapping conditions. This represents individualization and mainstreaming at their very best.

Both ...eral thoughts and specific ideas expressed in the Practical Pointer sho...d serve as stimuli and motivators to all who review them. As such this represents a beginning from which many more new and exciting movement vistas can be explored and developed. Ways in which the important movement foundation can be obtained and enjoyed by countless boys and girls - those with handicapping conditions as well as able-bodied - have been greatly enhanced by Susan Johnson's interest in and concern for children, and her expertise, willingness, and ability to share with others. For personal and professional contributions of the greatest magnitude, we say simply and sincerely, thanks and extremely well done.

Julian U. Stein
Executive Director and Consultant
Programs for the Handicapped
American Alliance for Health,
Physical Education, Recreation
and Dance

To move is to be alive!

Movement begins before birth and continues throughout life. It is children's way of learning about themselves and the world about them. It is their way of expressing themselves and communicating with others. It is learning by doing.

Today with increased emphasis on providing learning experiences which permit children to take an active part in their own learning a program in movement education is one important attempt to provide this type of learning. Movement education is for all children including those with severe handicapping conditions. Children with diverse interests and needs, abilities, and disabilities can participate successfully together. By its very nature movement education emphasizes individuality, fosters success, and stimulates "I will" and "I can" rather than "I won't" and "I can't. Each child perceives, explores, and succeeds in his/her own ways.

WHAT IS MOVEMENT EDUCATION?

Movement education is the base or foundation for physical education, and physical education is that part of a child's education which provides skills, understandings, and experiences to manage ones body efficiently and effectively for life's activities - in and through movement.

As we continue to listen to children, observe and understand them, and provide learning experiences that help them grow and develop to their fullest potentials, we must recognize that purposeful movement activities play vital roles in the life of each child. A well planned physical education class is a daily laboratory in every child's school day where many types of learning take place.

The general goal of physical education is primarily concerned with growth and development through selected movement experiences and physical activities. Specific goals of the program in the elementary school are to help each child ...

...become competent in managing and controlling his/her body in a wide variety of situations;

...develop and maintain suitable levels of physical fitness;

...develop socially desirable behaviors;

...acquire a desirable self-concept; and

...enjoy worthwhile leisure time activities.

A carefully designed program of movement experiences also supports ongoing goals of the entire elementary program. Some learnings closely related to other areas of the school curriculum are to help children ...

...understand more about themselves and the world around them;

...communicate with others;

...cooperate and compete;

... develop self-confidence and self-worth;

... listen and follow directions;

...extend the vocabulary;

...make decisions, think, discover, and solve problems;

...experience the joy and fun that come through successful performances;

...understand and control emotions;

...create; and

...express ideas and feelings.

These learnings are necessary if we help each child become all he/she is capable of becoming.

This Practical Pointer does not represent an entire physical education program for young children, but we hope it helps teachers have better understandings of movement education and implications for all learning. Suggestions for activities are ideas that may be included in programs for children each teaches.

Elements of Movement

In developing movement competency, each child is learning what the body can do, where and how it can move, and with whom or what objects the body can move in relationship to other people or to objects. These experiences involve elements of space, time, force, and flow.

Space is area needed for movement. There are basically two kinds - personal, surrounding the individual and used when in a stationary position, and general, that which one can move through or into.

*Space involves ...

...direction - forward, backward, sideward, upward, downward
circular, straight, zig-zag, twisted;

...levels - high, medium, low;

...sizes - large, small;

...shapes - round, straight, twisted, curled; and

...patterns - circles, squares, triangles, figure eights, and others.

* Time refers to speed of movement - slow, medium, fast, sudden, smooth, sustained.

* Force means amount of strength needed for certain movements - light, heavy, strong, weak, tight.

* Flow refers to sequence or transition from one movement or position to another.

Basic Skills

The four elements of movement are best applied to basic skills - locomotor, non-locomotor, and manipulative skills. These form the foundation for all activities in the physical education program - rhythms, games, stunts, and apparatus activities.

* Locomotor skills take a person from one space to another and include walking, running, jumping, hopping, leaping, skipping, sliding, crawling, and various combinations of these activities.

* Non-Locomotor skills include those which a child does in space and may involve the whole body or various parts. They include twisting, turning, stretching, curling, bending, swinging, swaying, bouncing, pushing, pulling, and combinations of these.

* Manipulative skills are used when a child handles some kind of play equipment or objects such as balls, ropes, hoops, bean bags, tires, ad infinitum. Most of these skills involve the hands and feet; however, other parts of the body can be used. These skills include, throwing, catching, striking, kicking, batting.

When locomotor, non-locomotor, and manipulative skills are combined or put together they develop into specfic skills for games, rhythms, gymnastics, and other physical education activities. Suggested activities involving elements of movement and basic skills beginning on Page 10 are designed for children of primary grades. In developing a program for middle and upper grade boys and girls, consideration should be given to movement experiences that lead to competencies in specfic skills in team and individual sports, gymnastics, aquatics, and other physical education activities.

PLANNING THE PROGRAM

In planning movement learning experiences for children, a teacher must have an understanding of each child within the group being taught. One must

recognize that children learn best when experiences are personally meaningful and that each has his/her own ways, rates, and styles of learning. In efforts to seek individual expression from children a teacher needs to -

- Determine where the children are in their abilities to move, handle their bodies. Do they have balance? coordination? strength? agility? flexibility? endurance?
- Develop specific performance objectives based on needs of each child.
- Plan activies that help children accomplish performance objectives.
- Observe and analyze progress of each child.
- Reinforce learning experiences in other instructional periods during the school day.
- Develop a systematic way of providing for and keeping track of individual tasks and progress.

Organizing the Class

Traditionally, physical education has utilized lines, circles, and other means of organizing classes for activities. By contrast, movement education stresses freedom of movement in that each child is moving within a designated space either alone, with a partner, or in a group.

It is not a time when children do as they please. They are taught to assume responsibility, listen, and move about safely without interfering with the work and enjoyment of others.

Objectives and planned movement experiences determine how class should be organized. Space and amount of equipment and supplies available affect approaches a teacher can and will use.

If space is adequate, the whole class should participate at the same time. The teacher usually asks children to find space of their own, within a designated area, and scatter about so that they do not touch another person or obstacle. If space is limited, as it sometimes is in a classroom or on a stage, the class may be divided into groups. One group participates for a designated time while others observe - then rotate groups. If at all possible, classes should be held in an area large enough for the whole class to be involved in the planned lesson.

Amount of equipment and supplies also enters into class organization. If items such as balls, jump ropes, and hoops are limited, use a circuit type approach with one group working with balls, one group with ropes, and one group on the balance beam. Groups rotate within the class time.

Occasionally let the children choose their activities. Choices should be limited to activites and movements children have already experienced and

as they are able to work independently they may rotate from one activity to another.

There may be times when the class plays games, does rhythms, or performs stunts that have structured movements involving specific skills and directions.

Teaching Procedures

A problem solving approach is used predominately in movement education. Problem solving allows a child to put things together and be his/her own discoverer. The problem is set by the teacher and answered by the children through movement. The teacher does not demonstrate but lets each child explore and invent responses. The teacher carefully selects content and presents problems in ways that assure successful experiences for all children. Steps involved in teaching a lesson in movement to children include -

- Present the problem--What is the child to do? Where is he/she to move? How is he/she to move? Use lead-in phrases such as "Show me," "See how far," "Do this another way." Be sure children understand language used.

- Give children time to explore, or work out solutions to each problem or task given them.

- Refine or improve movement performance. Help children do movements well. Keep challenging them to do better.

- Put movement patterns together in sequences, move from one movement to another.

- Use movements learned in some activity, such as a game, or gymnastics to extend the learning experience.

Teaching Hints

Before the lesson provide children with ample room to move; set definite standards and limits. For example. "You may use all the space, but may not touch anyone or anything."

- Involve children in arranging the room and equipment for the class.

- Establish one certain signal when the children are to start and stop on an activity. A whistle may be used or words like Go and Freeze.

- Plan for all the children to be active as much of the lesson time as possible--no standing or waiting turns.

- If inside, have children remove articles of clothing that hamper movement--sweaters, shoes, socks.

During the lesson make activities purposeful, enjoyable, challenging, and suitable to growth patterns and needs of the age group.

- Present the activity or problem in a simple to complex progression.

Don't move too fast. Build on the previous lesson plan and introduce one or two elements at a time.

. Include in each lesson movements that require use of all major parts of the body--feet, arms, legs, shoulders, trunk, spine.

. Help children develop good listening habits - expect full attention.

. Keep discussion to a minimum. Motivate and challenge children by using lead-in phrases--"Show me." Do take time to discuss new terms and phrases.

. Correlate with other areas of the curriculum--art, music, math, science, language arts. For example, make vocabulary charts, write original stories about movement, do pictures related to movement activities.

. Know what you are looking for - observe and analyze as you move about the class. Help children develop quality in movement.

. Encourage children to find their own ways-at times use children to demonstrate.

. Encourage original responses to be different from others - encourage children who are timid and clumsy.

. Give sincere, specific praise and encouragement, such as "You jumped higher today." Make suggestions such as "Could you?" "What would happen if you did this?" "Suppose you changed your way of doing that.".

. Give opportunities for children to move with a partner, in a a small group.

. Continually evaluate. Help children evaluate their own performances.

. Have fun!

Follow up by repeating experiences from the previous lesson and giving more individualized comments as children move.

. Review words and terms.

. Evaluate the lesson with children. "What did we learn that's different?" "What was enjoyed the most?"

PROGRAMS

Evaluations

Evaluation is the responsibility of every teacher. The goal is not only

that an assigned task, the performance objective, has been accomplished, but how far the child has progressed.

There is no class standard of achievement or one uniform way of performing. Each child's method of solving a problem is accepted and encouraged as long as behavior is constructive and positive. Both the child and the teacher share in the evaluating process. The teacher can help the child recognize not only how many activities can be done, but how well they are done.

The following questions may help the teacher evaluate progress of children and decide next steps or learning tasks -

. Were objectives of the lesson accomplished? If not, why not?

. Were all the children actively involved in the lesson?

. Did each child move freely and with confidence?

. Did children explore new movements on their own?

. Was there time to talk and think about movement experiences?

. What resulted in the lesson and the evaluation with children that should be included in the next lesson?

. Was there any particular behavior improvement in any child of which I should make special note?

EXAMPLE OF A LESSON PLAN

Without Equipment

Learning Task. Travel on different parts of the body while using general space.

Performance Objectives. Each child should be able to -

. Move into space using different parts of the body

. Control movements so as to start and stop on signal

. Show awareness of body parts

. Accept responsibility for avoiding collisions

. Listen while moving

. Follow directions

Learning Experiences

. Move about the room using any body parts chosen

. Move without touching anyone.

. Stop when hearing the signal stop or freeze.

. Go again using all empty space.

. Keep moving using another part of the body.

. Stop quickly holding position when freeze is said.

. Move very fast - then very slow.

. In how many different directions can you move?

. Stop and name them - forward, backward, sideward, upward, downward.

Observe and Analyze

. How many different parts of the body are children using?

. Are they keeping away from each other? Are they moving into empty spaces?

. Are they listening while moving?

. Do they stop on signal?

. Can they hold stopped positions?

. Are they moving continuously?

Reinforce

. Insist on habitual listening as they move; speak in quiet tones.

. Encourage continuous movement.

. Continue to move into empty spaces without touching anyone.

. Encourage frequent changes of body parts.

. Use movement skills in a game if desirable.

Evaluation

. Did children accomplish the objective?

. Involve children in the evaluation.

PREREQUISITES OF EFFICIENT MOVEMENT AND SCREENING ACTIVITIES

To determine where children are in their abilities to handle their bodies a teacher must know what they can already do. Included here are a few suggestions, along with prerequisites of efficient movement, that may be used to screen children. These activities are usually done in regular physical education programs. If all children within a class can do these activities or tasks, the teacher has a reference point as to good body control. Children whose behaviors or activities are not similar to the majority should be observed more closely. The teacher should ask for help from a specialist in physical education so that further diagnosis and plans for improvement can be made.

. Balance - ability to maintain a desired position of the body whether in a held position or moving.

Activities
. Move between painted lines on the floor.
. Move forward, backward, sideward on a low balance beam.
. Stand ten seconds on one foot.

. Coordination - ability to combine a series of movements into graceful and efficient body management.

Activities

. Eye-Hand
  . Toss and catch a beanbag to self.
  . Throw and catch various sizes of balls from different distances.
  . Use a ball attached to the end of a rope suspended from the ceiling; follow the ball with the eyes as it swings back and forth.
  . Hit the swinging ball with the hand (large paddle).

. Eye-Foot
  . Kick a stationary ball.
  . Kick a moving ball.

. Flexibility - range of movements in joints of the body.

Activities
. Climb to the top of a jungle gym and down.
. Stretch and maintain a wide position for five seconds.

. Agility - ability to change directions or body positions quickly without losing balance.

Activities
. Run and change directions.
. Run and dodge objects or people.
. Run and stop quickly.
. Start and stop quickly on a signal.

. Strength - amount of force needed for the activity to be done.

Activities
. Stand and jump the distance of own height.
. Hold body weight while hanging from a horizontal ladder.

. Endurance - amount of effort needed for an activity over a period of time.

Activities
. Run fast a short distance without undue fatigue.

. Relaxation - reduction of tension in the muscles after an activity.

Activities
. Sway and swing rythmically to music.

MOVEMENT EXPERIENCES

The following suggestions of challenges and problems in movement include elements of space, time, force, and flow and basic skills in locomotor, non-locomotor, and manipulative activities. These suggestions do not represent a total program but are intended as ideas for experiences which can be used in a program based on specific performance objectives for children

Following are some challenges and problems involving elements of movement.

Space

. Find a space on the floor for your very own where you will not touch anyone.

. How tall can you make yourself? How small? -- in this same space?

. Who can make a long, low bridge? A high, short one? -- in this same space?

. Move forward (backward, sideward, in a circle) -- in this same space.

. Lie on the floor; make a round (angular, straight, twisted) shape -- in this same space.

Force

. How quietly can you walk? How heavily?

. How would you walk against a strong wind?

. Make your muscles feel very strong (weak).

. Show how you would lift a heavy (light) object.

. When you are angry, how would you move?

Time

. Let me see how fast (slow) you can move about without bumping into anyone.

. Move about, changing your speed from fast to slow (faster, still faster).

. Move very fast (slow) without leaving your space.

. Move one part of you very fast and another very slow.

. How slow can you move in a circle? How fast?

Flow

. Walk into forward roll, then get up and walk again without stopping.

. Balance on three (four, five, six) parts of your body, then with a smooth movement change to three (four, five, six) other parts.

Followng are some challenges and problems involving locomotor skills.

Walking

. Walk among your classmates in a large (small) area without touching any of them.

. How fast (slow) can you walk?

. How few (many) steps can you take to walk from one place to another?

. Who can walk backward? Sideward?

. How quietly can you walk? How heavily?

. Walk at high level while your hands are very low.

. Walk at a low level while your hands are very high.

. Change your level, direction, speed, and force while walking.

. Who can spell out his/her name while walking?

. Think of other ways to walk.

Running

. Who can run, weaving in and out among classmates without touching anyone, in a large area? In a much smaller area?

. How fast can you run? How slow? Can you run alternately fast and slow? Slow and fast?

. How tall can you run? How low? Can you run alternately tall and low? Low and tall?

. Who can run very heavily? Quietly? Can you run alternately heavily and quietly?

. Can you run in a straight (zig-zagged, crooked) line to an imaginary goal?

. Who can run backward? Sideward? Sideward a different way?

. Can you run with a partner while holding each other's hands?

. Can you run while carrying a partner on your back?

. Who can run alternately fast, slow, high, low, zig-zag, direct, quietly, and noisily? (Start with two and work up to four, five, six or more.)

. Show me how you can run without going anywhere.

. Can you think of other ways to run?

Jumping

. In your own space and standing still, how high can you jump? How low? Slow? Loud? Fast?

. How high can you jump and land without making a noise? How heavily can you land?

. How far can you jump while standing still? With a run?

. How far can you jump while holding your partner's hand?

. With your partner lying down, can you jump over him/her without touching him/her? Can you do this if he/she gets on his/her hands and knees? Over two partners?

. Jump in the air and turn completely around, landing on your same spot.

. How far can you jump when you are in a low position?

. Jump from one foot and land on two feet.

. How far can you jump backward?

. Think of other ways to jump.

Hopping

. Hop and make a circle.

. Hop on one foot and spell your first name then hop on the other foot and spell your last name.

. Let me see how fast you can hop. How slow.

. How few hops can you take to move from one place to another? How many hops can you take?

. Hop while you are in a very low position. Crooked position.

. Who can hop backward? Sideward.

. How many different directions can you hop?

. Change the upper level of your body while hopping.

. How quietly can you hop? How loudly? Hop alternately quietly and loudly.

. Hop on one foot, then change to the other. Hop high, low, fast, slow, changing directions, quietly.

. What other ways can you hop?

Skipping

. Skip fast. Slow. High. Low. Can you change from fast to slow, high to low?

. Change your direction when you skip.

. Skip backward. Sideward.

. Who can skip and make a square? Circle?

. Spell your name while skipping.

. Skip among your classmates without bumping into anyone in a large area. Small area.

. How quietly can you skip? Noisily?

. How can you skip in many directions while facing only in one or two directions?

. Skip with a partner. Two partners.

. How few skips can you take from one point to another?

. What other ways can you skip?

Leaping

. Leap in different directions without bumping into a partner.

. Leap backward. Sideward.

. How high can you leap? How low? How quietly can you land?

. Who can leap and make a circle? Figure eight?

. Leap with a partner. Two partners.

. Leap with one part of your body low and another part high.

. Leap with the opposite arm and leg forward. Reverse positions on the next leap.

. Show other ways you can leap.

Sliding

. Show how fast you can slide. How slow.

. Show how low you can make yourself when you slide. How high.

. How noisy can you be when you slide? How quiet?

. Slide in more than one direction.

. How many slides can you take from your space to the nearest wall? How few?

. Turn sideward to the left and slide. To the right.

. Who can slide backward?

. Who can turn around while sliding?

. Who can spell the name of the school while sliding?

. Who can spell the name of the city (state) while sliding?

. Show me other ways you can slide.

Galloping

. Who can gallop with a partner? Two partners?

. Who can gallop backward?

. How low can you gallop. How high?

. How many different directions can you gallop without touching anyone?

. How quietly can you gallop? How loudly?

. Gallop in a circle. Square.

. How many gallops do you need to go from one end of the gymnasium to the other?

. What other ways can you gallop?

Following are some challenges and problems involving non-locomotor skills.

Stretching

. How high can you stretch? How wide?

. How far can you stretch in attempting to field an imaginary ball thrown to you?

. Stretch while standing on one leg. On the other leg.

. Stretch while lying on your back. Side. Stomach.

. What other ways can you stretch?

Bending

. How far can you bend without falling forward? Backward? Sideward?

. Bend and touch the floor with one hand. Both hands. One leg and one hand. Both hands and your head.

. Bend forward and put your arms and head between your legs.

. How would you bend if you were pushing a heavy object?

. Bend so that four parts of your body make a high bridge. Low bridge. Short, high bridge. Long, low bridge.

. What other ways can you bend?

Twisting

. Find a very twisted position.

. Can you be twisted in another way?

. Can you move while in a very twisted position?

. With a partner, how twisted can both of you get?

. Who can make various letters in the alphabet such as S and Z by twisting the body?

. What other ways can you be twisted?

Swinging

. Swing one part of your body.

. Who can swing two parts?

. Swing your whole body.

. Swing with a partner. Two partners.

. Swing with two partners facing outwards.

. What other ways can you swing?

Following are some challenges and problems involving manipulative skills.

Ball Handling

. Bounce the ball and keep it waist high.
. Now take the ball down to a very low bounce.
. Change hands and keep the ball bouncing just as low with this hand.
. This time, how long can you go while bouncing the ball?
. Try bouncing the ball while looking away from the ball. Try not to peek.
. Now, move among your friends without bumping while bouncing the ball. You may have to look around now and then to avoid bumping.
. Bounce the ball on the ground and catch it before it bounces again.
. Try this many times.
. How high can you toss the ball, catching it before it bounces?
. Place the ball on the ground. Find a way to go over the ball without touching it.

. Try this several times, changing the way you go over the ball each time.
. How can you get the ball from your feet to your partner's hands?
. Show me if you can volley the ball with your hands many times.
. Count the most number of times you can volley the ball in succession.
. Place the ball on the ground and gently kick it with the inside of one foot and then the inside of the other foot.
. Repeat this, walking faster if you can. Look up to see where you are going.
. If you have been able to keep the ball quite close to you while dribbling with your feet, practice dribbling while running.

Hula Hoops

. Roll your hoop and keep it from falling over.
. While the hoop is rolling, make it turn without having to stop it.
. Who can spin his/her hoop like an egg beater?
. How can you throw the hoop on the ground so that it will return to you? Try several ways.
. Throw the hoop high in the air and catch it before it lands.
. While rolling your hoop, jump through it.
. Make the hoop turn circles while it is around an arm. While around the neck. While around a foot.
. While holding the hoop, use it as a jump rope.
. Who can jump into a hoop held by a partner? Let your partner try.
. Can you and your partner throw a hoop back and forth to each other?
. See if you can throw your hoop so that your partner is in the middle of it.

Batons (Wands)

. Balance your baton on the ground - turn around and catch it before it falls.
. Balance the baton on the palm of the hand. Two fingers. One finger.
. Balance the baton in a new way.
. Turn around while balancing the baton.
. Balance the baton on your foot.
. Balance the baton on your chin.

Stilts

. Place both feet on the stilts and balance for three counts.
. Balance for more than three counts.
. Now, can you take one step?
. Who can take two steps before dismounting?
. See if each time you attempt walking you can increase number of steps.
. Walk backwards.
. Who can cross their feet over while stepping sideward?
. How long can you balance on one stilt before placing the other one on the ground?

Rope Skills. Many of the following activities can be used with a Chinese jump rope.

- With the rope laid in a straight line on the floor, walk it as if it were a tight rope.
- Can you do this while moving backward?
- Who can walk the tight rope with his/her eyes shut?
- Jump from side to side across the rope without touching the rope.
- Show me if you can hop from side to side without touching the rope.
- Straddle the rope, jump in the air, turn around, and land on your feet straddling the rope.
- Lay your rope in the pattern of a circle. Get inside the circle, taking up as much space as possible, without hanging over the edges.
- Make several little circles with your rope. Put one body part in each circle and balance.
- If your rope were shaped as the letter V, could you jump over the V without touching the rope.
- See how close you can come to jumping or leaping over the widest part of the V.

Climbing Ropes

- Jump up, catch the rope, and hold for five seconds.
- How can you lock your ankles around the rope and climb?
- Can you climb without using your feet?

Tires (Bicycle Tires)

- Face a partner, grasp tire with both hands, and pull.
- Stand sideward to each other, grasp the tire with one hand, and pull.
- Stand sideward to each other, grasp the tire with one hand, lift one leg, and while hopping, try to pull the opponent toward you.
- Stand in the tire, back-to-back, then hold the tire at hip level, and walk away from your opponent.
- Find other uses for the tire.

Inner Tubes (Truck Size)

- Roll the tube to a line and back. Who can do it in the shortest time?
- Roll the tube rather than throw a ball for dodge ball.
- Push the tube to make it roll between two objects such as chairs, cardboard boxes, or bowling pins.
- Stand on a horizontal tube and jump as far as you can.
- Play follow the leader with several tubes.

Beanbags

- Run, skip, stride, hop, gallop, and jump between beanbags.
- Draw circles or letters in the air with a beanbag.

. Throw and catch while walking, running, jumping, and squatting.
. Play catch with a partner in different positions.
. Find different uses for the beanbag.

Horizontal Ladder

. Go hand over hand across the ladder.
. Go across the ladder with your legs in a sitting position.
. Go across some way you have never gone before.
. Who can hang 20 seconds? 30 seconds?

Horizontal Bar

. Hang from the bar with just your knees.
. While hanging from your knees, swing up to catch the bar.

Turning Bar

. Pull yourself under the bars and then over the top.
. Go backwards with one leg over the bar.
. Can you skin the cat?

Table or Vaulting Box

. Find a way to get on the table.
. Do a stunt on the table.
. Go across the table on your stomach and dismount from that position.
. Touch your heels while jumping off.
. Jump off the table and land lightly.

Hurdles. May be detergent bottles.

. Run and clear all the hurdles.
. Leap each hurdle.
. Scatter the hurdles and move from one to the other changing your way of moving each time.

Balance Board, Balance Beam, Or Walking Board

. As you walk across the board, bounce a ball in front of you and catch it.
. Find another way to move and still keep balance.
. Balance on one foot.
. Walk slowly across the board touching heel against toe.
. Walk across the board, turn without stepping off.
. Go across to the middle, turn and go backward the rest of the way.

Bench

. Find a way to go to the end of the bench on your stomach. On your back.

. Vault across using only hands on bench.
. Walk like a dog on the bench.
. Roll a basketball on top of the bench.
. Find different ways to move from one end of the bench to the other while straddling the bench.

SUPPLIES AND EQUIPMENT

An adequate amount of teaching supplies and equipment is essential if children are to have the chance to accomplish learning tasks planned for them. Items needed should be provided by the school in quantities that allow maximum participation for all children within a class. Much of the equipment can be made or improvised. A central storage area for supplies and equipment is recommended. Items include -

Supplies - one of each of the following for every child in a class:

. Beanbags - different shapes and colors.

. Jump ropes - individual 7 to 8 feet long.

. Playground type balls - may be plastic.

. Wands or canes - mop or broom handles 36 to 42 inches long.

. Detergent bottles.

. Hoops - may be made from plastic water tubing.

. Yarn balls or sock balls.

. Long jump ropes - 14 to 16 feet long; one for every 6 to 10 children.

Equipment

. Mats - 4 x 6 feet (2).

. Balance beam - 4 inches x 4 inches x 10 feet and 12 inches x 18 inches high (2).

. Wooden boxes - 18 inches x 24 inches x 14 inches - one for every 10 children.

. Wooden benches - one for every 10 children.

. Wooden blocks or cones - 12 to 18 inches high to lay wands or canes across (8 to 10).

. Saw horses for support of ladders and planks - at least two.

. Heavy wooden table (1).

. Ladders (1)

. Cleated planks (2 to 4)

. Climbing ropes 12 to 14 feet high (2)

. Low turning bars 30 to 36 inches high, 6 feet long (2-4)

. Walking logs - old telephone poles (several)

. Cargo nets (1)

. Old tires and inner tubes (several)

. Bounding boards 2 feet x 6 feet made with 3/4 inch plyboard (2-4)

. Record player (1)

. Recordings (several)

. Parachute (1)

. Tambourine or small percussion instrument (1)

. Horizontal ladder (1)

. Horizontal bar (1)

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PRACTICAL POINTERS

A new series of publications providing functional, how-to-do-it information about physical education, recreation, sports, and related activity areas involving impaired, disabled, and handicapped persons. They contain:

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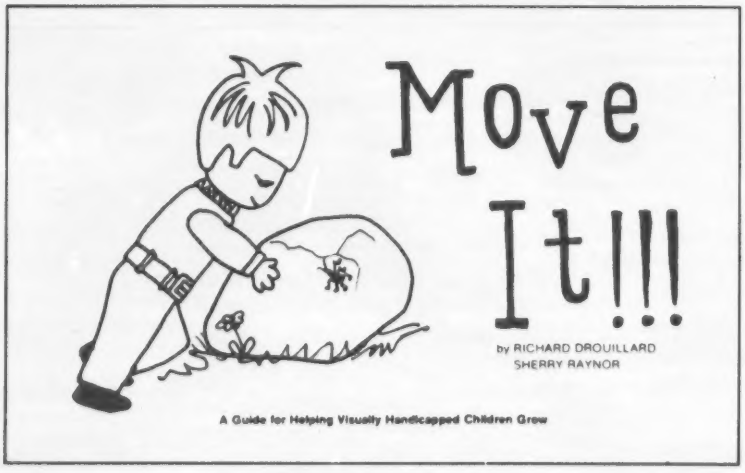

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